



Philosophy Courses Fall 2024

Compared to other majors, philosophy majors rank at the very top on graduate admissions tests for law school, business school, and others. Their median mid-career salary is above \$80,000 nationally. IU Philosophy graduates have flourishing careers in government, public policy, education, media, medicine, law, business, & more.



Philosophy raises questions about the most familiar things in our lives. A critical examination of our deepest beliefs, it emphasizes questioning assumptions, arguing logically, and thinking things through as completely as possible. Philosophers ask:

- **What should we do? How should we live?** (ethics, social and political philosophy)
- **What kind of world do we live in? What kinds of things are we?** (metaphysics, philosophy of mind)
- **How do we know these and other things? How can we reason better?** (epistemology, logic)

Philosophy teaches skills that are central in virtually any career. Philosophy students learn to: ask intelligent questions, define issues precisely, construct and criticize arguments, expose hidden assumptions, think creatively and independently, see problems from multiple perspectives, and write and speak with precision, coherence, and clarity.

Philosophical training provides the flexibility and perspective needed in a rapidly changing world.

COURSES FOR GENERAL EDUCATION REQUIREMENTS:

Gen Ed A & H: P105, P106, P107, P135, P141, P145, P150, P200, P201, P211, P240, P242, P301

Gen Ed Natural & Math Sciences: P250

COLL (CASE) Natural & Mathematical Sciences Breadth of Inquiry: P250

COLL (CASE) Global Civilizations & Cultures: P301
College Intensive Writing: P340

PHIL- P105 Critical Thinking

Logic is the study of persuasive reasoning and the principal goal of our P105 is to offer students a working knowledge of informal logic at the introductory level. This we separate into three component areas: recognition, analysis, and evaluation of reasoning. In the first, we learn to distinguish reasoning from other forms of communication, among them narratives and causal explanations. Next, in analyzing reasoning, we apply such techniques from logic as argument diagrams to understand the structures of reasoning. Finally, we learn to evaluate reasoning and to improve our own reasoning by employing the important notions of validity and fallacy.

Gen Ed Arts and Humanities,
COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P106 Introduction to Problems of Philosophy: Knowledge, Truth, and Morality – Gary Ebbs

Can we ever know anything about what the world is like or about how we should live? If not, why not? If so, how can we attain this knowledge? This course explores and critically examines a wide range of philosophical answers to these questions. The central goals of the course are to help students learn how to think critically about what we can know and how we should live and to convey to students a basic knowledge of some key figures in the history of Western philosophy. The assignments are designed to develop students' critical analytical skills, including the skills of reading a difficult text, identifying an author's argument for a philosophical position, evaluating an argument, and writing clear analytical essays that report the results of one's thinking. Readings include texts by influential philosophers who lived long ago, including Plato, René Descartes, John Locke, David Hume, Immanuel Kant, and John Stuart Mill, as well as articles and book chapters by contemporary philosophers, including Janet Broughton, Gilbert Harman, Rachana Kamtekar, Christine Korsgaard, Adam Morton, Tommie Shelby, and Rachel Singpurwalla.

Gen Ed Arts and Humanities,
COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P106 Introduction to Problems of Philosophy: Appearance & Reality – Adam Leite

An introduction to philosophy. We begin with questions about the possibility and limits of human knowledge. Can we ever know the true nature of reality? If so, how? What is the relation between how things seem to us and how they really are? We will then turn to human relationships, focusing on the nature of love. We will approach these issues through the writings of several important historical thinkers in the European philosophical tradition, including Plato, Descartes, and Berkeley. We will focus upon identifying, analyzing, and evaluating the reasons these philosophers offer for their views. Through exploring these questions and the tools philosophers have used to answer them, you will learn to “think like a philosopher,” developing your own answers to these questions. The course aims to develop students’ abilities to reason carefully, write clearly, work with deeply challenging texts, and think about difficult issues from a variety of viewpoints.

Gen Ed Arts and Humanities,
COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P106 Introduction to Problems of Philosophy – Tim O’Connor

We will study a few key texts in Western philosophy from ancient to modern times. We will trace the perennial conversation among these authors on just a few related questions:

- Is mind or matter the most fundamental reality? Is God the source of all things?
- To what extent is the world around me actually like the way it appears to me to be?
- What kind of thing am I?
- What are the scope and limits of what I can know?
- Why should we try to answer the above questions? Is it needed for human flourishing?

For many (and hopefully for you!), philosophical thinking about fundamental questions and ideas is enjoyable for its own sake. But it’s also true that the skills we develop along the way bear fruit in many domains. You will be poked and prodded to learn to read and accurately digest challenging, carefully-reasoned texts; to critically assess the ideas and reasoning developed in those texts in part by formulating alternative proposals of your own backed by reasoning; to engage in friendly but earnest dialogue with others about such ideas; and to write clearly.

Gen Ed Arts and Humanities,
COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P107 Philosophy and the Environment

This course introduces students to philosophical questions about the natural environment and our relation to it. We begin with a survey of United States environmental laws with an eye towards identifying philosophically-significant concepts underpinning them. We ask, “What is nature?”,

“Where, if at all, is nature to be found today?”, and “What, if anything, is valuable about nature?” On this last question, we analyze the concepts of biodiversity and ecosystem stability, investigating whether either is valuable. We then focus on whether there are specific actions and attitudes we should take towards nature, with a focus on issues of environmental racism, responsibilities to future generations, the intersection of animal rights and environmental ethics, bioengineering, the aesthetic appreciation of nature, and the viability of environmental restoration. In addition to the foregoing, this course aims to improve students’ ability to engage critically with complex ideas, interpret others charitably, and express one’s own thoughts clearly.

Gen Ed Arts and Humanities,
COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P141 Introduction to Ethics, Theories, and Problems: Moral Theory and its Critics – John Robison

Consider ordinary, moral disagreements: you and I disagree about whether it’s okay to eat meat, whether Jamie was disrespectful, whether Quincy is viciously self-centered, whether some outcome was just, or about whether the nurse is morally responsible. In such cases, we don’t merely disagree -- we exchange reasons and defend our positions. To that extent, we regularly (perhaps implicitly) invoke and evaluate moral theory. Yet, some are skeptical about this practice: they argue that there are no objective moral truths about which to theorize, that moral theorizing is somehow undermined by science, or that it’s too idealized. This course invites students 1) to critically examine such challenges to moral theorizing, 2) to carefully assess purported theories of rightness, value, respect, virtue, justice, and responsibility, 3) to build upon and challenge their own moral outlooks by borrowing and repurposing insights from these theories, and 4) to morally evaluate specific practices, including protest, punishment, and the eating of nonhuman animals. Emphasis is given to cultivating the widely applicable skills of constructing, presenting, developing, evaluating, and revising arguments.

Gen Ed Arts and Humanities,
COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P145 Liberty and Justice – Matthew Adams

This course will serve as an introduction to many of the most central questions of political philosophy. For instance, what is required for a state to be just and its citizens to be free? In exploring these questions, we will identify some theoretical tensions between justice, individual liberty, and equality. We will then bring this theoretical understanding into dialogue with some pressing political questions that arise in the contemporary US; for example, the legal regulation of pornography and the significance of racial discrimination in the criminal law. Texts will be drawn from a diverse array of philosophical traditions, including conservatism, feminism, liberalism, and Marxism.

Gen Ed Arts and Humanities,

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P150 Elementary Logic

When we formulate arguments to defend our beliefs or acquire new ones, we want the conclusions of our arguments to follow from the reasons we give for them, which logicians call premises. When this happens, the connection between our premises and our conclusion is strong. When an argument is what logicians call deductively valid, there is no case in which our premises are true and our conclusion is false. This means the connection between our premises and our conclusion is as strong as can be. In this course, we will learn symbolic, formal techniques that allow you to assess the deductive validity of a variety of arguments: the method of truth tables and the method of natural deduction, restricted to the region of logic known as propositional logic. These methods will help you assess the deductive validity of many arguments you encounter in your daily life, and thereby help you reason better. Mastering these symbolic, mechanical methods helps to improve memory, concentration, and problem-solving skills.

Gen Ed Arts and Humanities,

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P200 Problems in Philosophy: Contemporary Readings

This course will explore the works of the leading philosophers of our day.

Gen Ed Arts and Humanities,

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P201 Ancient Greek Philosophy – Katy Meadows

This course focuses on philosophy in the classical Greek world. It is structured around two sets of questions: one concerned with virtue and the good life, and the other concerned with natural science and metaphysics. We'll begin with Socrates, who devoted his life to a search for ethical understanding – and who was willing to die to avoid doing something that he thought was unjust. Socrates's example raises questions about the nature of virtue and its role in a good human life. We'll then turn to the pre-Socratics, who aimed to explain basic features of the universe like coming-to-be and change. The bulk of the course will examine the sophisticated and ambitious theories Plato and Aristotle developed in order to answer these two sets of questions. We'll close with some highlights of Hellenistic thought, including defenses of skepticism, hedonism, and the claim that death is not to be feared.

Gen Ed Arts and Humanities,

Gen Ed World Cultures,

COLL (CASE) Arts & Humanities Breadth of Inquiry,

COLL (CASE) Global Civilizations and Cultures.

PHIL-P211 Early Modern Philosophy

This course is a survey of early modern European philosophy, focusing on developments in metaphysics, epistemology, and the philosophy of mind. The early modern period is among the richest in the history of philosophy. Seventeenth- and eighteenth-century thinkers abandoned the old, Aristotelian philosophy that had dominated the middle ages and sought to replace it with their own systematic accounts of the world and our relation to it. This shift in philosophical theorizing was precipitated by the emergence of a new, increasingly experimental approach to scientific inquiry. Early modern philosophers were deeply interested not only in questions about the natural world and its origins but also in human nature and the limits of our knowledge. The course will trace several major philosophical developments of the early modern period by studying some of its most philosophically profound works, by authors including René Decartes, Anne Conway, David Hume, and Émilie du Châtelet. Among the questions considered are: what is the nature of matter and space? What is the relationship between the mind and the body? How do objects causally interact with one another? What is the relationship between God and nature? Is there a mind-independent world? If there is, what can we know about it? And what justifies our belief that the future will resemble the past?

Gen Ed Arts and Humanities,

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL-P240 Business & Morality

This introductory-level course will examine an array of ethical issues relevant to business. The topics likely to be covered include: deception, conflicts of interest, workplace issues (diversity in the workplace, sexual harassment, free speech, privacy, safety and other labor issues), exploitation (of workers, of patrons), corporate social responsibility (for example concerning the environment), and whistleblowing. Of particular interest are cases where two important values come into conflict, for example, workers' privacy vs. public safety. We will consider questions both abstractly and concretely. For instance, we will ask questions such as: What is it to manipulate people? What is objectionable about doing so? What differentiates objectionable manipulation from permissible attempts to change people's minds or habits? And we will also ask questions such as: When, and what sort, of advertising is objectionably manipulative? What sorts of restrictions on advertising are appropriate? When are high-pressure sales tactics beyond the pale? Lecture/discussion format. No prerequisites.

Gen Ed Arts and Humanities,

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P242 Applied Ethics

Philosophical investigation and analysis of ethical issues as they arise in a variety of personal, social, and political contexts. Some examples of these include: world hunger, the

moral status of animals, friendship, forgiveness, nuclear weapons, social justice, health-care, and life-and-death decisions.

Gen Ed Arts and Humanities,
COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P250 Introductory Symbolic Logic – Sharon Berry

How can we tell good arguments from bad ones? This course is an introduction to formal logic: using formal (symbolic) analysis and other formal methods to help answer that question. We will use the two best known systems of formal logic: propositional logic (also called truth-functional or sentential logic) and some first-order logic (also called predicate or quantificational logic). Students will learn the language of both systems and how to construct truth-tables, formal proofs, and counterexamples to logical arguments. We will also study how to represent and study natural language arguments within these systems. This course may be of interest to students of philosophy, mathematics, law, and computer science.

General Ed Natural & Mathematical Sciences,
COLL (CASE) Natural & Mathematical Sciences Breadth of Inquiry.

PHIL- P301 Medieval Philosophy – Rega Wood

"Medieval Philosophy" focuses on philosophical ethics. It covers a thousand years (350-1350) that saw the definitive development of theories of human and divine will, ranging from the early period of the Christian Roman Empire to the High Middle Ages. Topics covered include theories of the will, human motivation, and human freedom, theories of ethics based on reason and agent intention. We examine the development of the concept of will as a locus of personal identity, freedom, and responsibility. Thinkers from Augustine to William Ockham emphasize the intentions of the agent in assessing culpability. By contrast, Aquinas holds that conformity with right reason determines whether an act is praise- or blameworthy. These philosophers are committed Christians and must be understood within the context of Medieval Christianity and the cultural history of this 1000-year period. Hence we keep in mind that their assumptions and starting points are not our own, as we seek to understand their views and to analyze and critically evaluate their arguments.

COLL (CASE) Arts & Humanities Breadth of Inquiry,
COLL (CASE) Global Civilizations and Cultures.

PHIL- P312 Topics in Theory of Knowledge: What can we know? – Sharon Berry

This course explores epistemology, the philosophical study of knowledge and justification. We will explore classic puzzles like the following.

- How can we have any knowledge when all our experiences seem compatible with dreaming or hallucination?

- If we have any justified beliefs, it seems we must have some beliefs which are acceptable without being justified by appeal to any further beliefs (or only by appeal to a circle or infinite descending chain of beliefs). When is this OK and why?
- It might seem obvious that a person knows something if and only if they have justified true belief in that thing. However, there turn out to be intuitive cases where this principle fails. What, then, does having knowledge require?

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P340 Classics in Ethics – Katy Abramson

In this class, we will study some of the major themes in the philosophical ethics of Aristotle, Hume, and Kant. We will unify our study of their disparate works in ethics by trying to think of how each of these philosophers would answer fundamental questions about the justification of our moral practices, the ways in which we are -and fail to be- appropriately motivated to act morally well and develop morally appropriate character traits, and the standards in light of which we ought to assess what it is to act morally well or poorly, to be virtuous or vicious.

COLL (CASE) Arts & Humanities Breadth of Inquiry,
College Intensive Writing.

PHIL- P342 Problems of Ethics – David Sussman

Can there be objective facts about what is good, right, or important? Many philosophers think that such facts would be incompatible with any respectably naturalistic understanding of reality. Supposedly, value facts would be metaphysically "queer" in a way that would prevent them from ever being objects of knowledge or sources of motivation for us. Our central question will be whether and in what ways truth and knowledge about what's good would have to be different from truth and knowledge about anything else. Must value-claims be defensible in anything like the way that scientific claims are? How are the natural features of a situation related to its moral qualities? What is the connection between something being good, and our being disposed to care about it?

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL-P345 Problems in Social and Political Philosophy: Free Speech, Civil Disobedience, and Political Violence – Matthew Adams

We'll explore some of the most significant types of political actions that citizens undertake. Key questions include: How should the rights of free speech and civil disobedience be understood and defended? What are the parameters, if any, under which different types of political violence (e.g., terrorism) are justifiable? Readings will be drawn from a diverse array of philosophical traditions and include pieces by Arendt, Goodin, and Rawls. We will also look at work by

constitutional legal scholars and examine actual legal cases such as *Texas v. Johnson*.

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P348 Philosophy and Literature: Liberty – Marcia Baron

In this course we'll examine themes concerning liberty to pursue one's own lifestyle (as well as the temptation simply to follow a path set out for one by others or by one's role), and oppression of that liberty (in part) through social conventions and mores. We will examine these topics through both major literary works and works in philosophy, and will also discuss other topics connected to some of the literary works, e.g., the character trait of manipulateness. Authors we'll read include David Hume, John Stuart Mill, Thomas Hardy (*Jude the Obscure*), Virginia Woolf (*A Room of One's Own*), Kazuo Ishiguro (*Remains of the Day*), and Rabindranath Tagore ("Letter from a Wife"). Trigger warning concerning the content of some of these works. Regular attendance expected. In addition, it will be important to keep up with the reading, which will at times be heavy (but hopefully riveting!).

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P375 Philosophy of Law – Marcia Baron

This course focuses on philosophical issues in criminal law, with some attention to other areas of law, as well. The readings include cases, discussions thereof, and articles by philosophers and legal scholars. Although we will learn something about the law, the real goals are to examine various philosophical issues in law, and to become familiar with key underlying principles in criminal law and subject some of them to scrutiny. Among the underlying principles we'll examine are (a) one should not be convicted of a crime without fair warning; (b) only voluntary acts are punishable; and especially (c) the accused must have a "guilty mind" (the *mens rea* or culpability requirement). We'll also be considering what (if anything) justifies the institution of punishment. Later in the term we'll look at the law of self-defense and its underlying doctrines. Although there is no official prerequisite, students who have taken it as a first philosophy class have urged me to advise students that it would be better to take an introductory philosophy course first.

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P401 History of Philosophy: Special Topics: Plato's *Republic* – Katy Meadows

Plato's *Republic* argues for the astonishing claim that it is always better for me to be just than to be unjust – no matter what I stand to gain from injustice. This course will focus on understanding Plato's argument for this claim, which will lead us on a tour of his middle-period moral psychology, metaphysics, epistemology, political philosophy, and more. We will also use our engagement with a *Republic* as a

springboard into Aristotle's work, by seeing how Aristotle's critique of the *Republic* informs his own metaphysical, ethical, and political thought.

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P470 Special Topics in Philosophy: Descartes, Spinoza, & Leibniz – Bridger Ehli

This course is an intensive investigation into the work of three philosophers of the seventeenth and early eighteenth centuries: René Decartes, Benedict de Spinoza, and Gottfried Wilhelm Leibniz. Traditionally referred to as the "Continental Rationalists," these philosophers are often understood to be united in their commitment to the existence of innate ideas and the view that reason, rather than experience, is the source of human knowledge. Another, perhaps deeper commitment that they might be understood to share is that the world is maximally intelligible, even if it cannot be wholly understood by finite minds such as our own. Our aim will be to understand and assess the work of these philosophers, by studying works include Descartes' *Meditations on First Philosophy*, Spinoza's *Ethics*, and Leibniz's *Monadology*. Questions considered will include: What can we know? Does God exist? What is the relationship between the mind and the body? What is causation? Does everything have an explanation? What are the limits of metaphysical theorizing? And what is the ultimate nature of reality?

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- X473 Internship in Philosophy

Department approval required. Designed to provide academic credit for an internship within the Philosophy Department or in a professional work setting elsewhere. (The department has an undergraduate internship available.) Credit hours tied to the number of internship hours worked. S/F grading. Does not count toward the major in philosophy. Interested students should contact the Director of Undergraduate Studies for more information at phildus@indiana.edu.

PHIL- X490 Readings in Philosophy

This class requires the consent of the instructor, and 9 credit hours in philosophy. Intensive study of selected authors, topics, and problems. May be repeated for a maximum of 9 credit hours.

PHIL- P498 Honors Thesis Directed Research

First half of the honors thesis sequence. Training in skills necessary for original philosophical research. Goals are to achieve appropriate mastery over a body of philosophical material relevant to the honors thesis project, and to develop core ideas for a successful honors thesis. Required: Philosophy GPA of 3.5. Interested students should contact

the Director of Undergraduate Studies for more information at phildus@indiana.edu.

For more information, see our website: philosophy.indiana.edu

Join the Philosophy Circle email list to learn about all the discussions, events and other opportunities we offer.

Send an email to phil-circle-l-subscribe@list.indiana.edu



Next Steps: Enjoyed an introductory-level Philosophy course? Consider P201 Ancient Greek Philosophy or P211 Early Modern Philosophy (core historical courses offered once per year), P242 or P246, P250 Symbolic Logic, or any 300-level course.

*For more information contact the Department of Philosophy at: phil@indiana.edu.
www.philosophy.indiana.edu*



PHILOSOPHY

THINK FOR YOURSELF.